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ABSTRACT

To reflect the changing technological and social demands of the society in which it exists, education must develop and alter its goals. Critical to this process is educational research in the areas of program evaluation, environmental influences and resource availability. Federal investment in National Institute of Education (NIE) activities and other research programs can serve to make education more cost-effective. Education is at the center of economic recovery. NIE is capable of conducting long-term research beyond the resources of individual states, and is a valuable source of information on effective educational practice. Given the Block Grants Reform, the chances of reduced federal support for research is high. Without this funding Connecticuts' commitment to educational research is jeopardized. In this event, Connecticut will only be able to commit itself to priority research programs involving: disadvantaged students: minorities: the handicapped: English as a Second Language: and the evaluation of the instructional effectiveness of schools. Information sharing between policy makers in local, state, and federal government may serve to stress important areas of educational research, and aid the development of a more effective system of data collection, retrieval and dissemination. (AEF)

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A PAPER ON CRITICAL ISSUES FACING STATE EDUCATION AGENCIES IN SUPPORTING EDUCATIONAL RESEARCH:

ONE CHIEF'S PERSPECTIVE

U.S. DEPARTMENT OF EDUCATION
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COMMISSIONER OF EDUCATION

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EDUCATION HAS BEEN INVOLVED IN A PERIOD OF PROFOUND CHANGE. THROUGHOUT THE LAST TWO DECADES, HOWEVER, THE FUNDAMENTAL GOAL OF OUR SCHOOLS HAS REMAINED THE SAME: QUALITY EDUCATION FOR ALL STUDENTS. BY SOME MEASURES, THAT GOAL HAS BEEN ACCOMPLISHED. TODAY, 99% OF THE YOUNG PEOPLE IN THE UNITED STATES ATTEND SCHOOLS; 74% GRADUATE. OPPORTUNITIES ONCE DENIED HAVE BEEN CREATED FOR HANDICAPPED, MINORITY, NON-ENGLISH SPEAKING AND FEMALE STUDENTS.

BUT DESPITE THE ENERGY AND RESOURCES INVESTED IN MEETING THAT GOAL DESPITE THE SUCCESSES--EDUCATORS FIND THEMSELVES AT THE BEGINNING OF A NEW DECADE QUESTIONING THEIR ROLES, PURPOSES, SUCCESSES AND FAILURES AS NEVER BEFORE. IT IS AS IF, AFTER THE RAPID PROGRESS OF THE 60'S AND 70'S, WE MUST PAUSE AND TAKE OUR BEARINGS. IN FACT, THE TIMES DEMAND IT. THE NEXT DECADE OFFERS THE OPPORTUNITY FOR IMPORTANT SOCIAL PROGRESS, AND THE CHALLENGE OF DIFFICULT, CRITICAL DECISIONS.

FOR EDUCATION, THIS MEANS--AMONG OTHER THINGS--A NEW LOOK AT THE ROLE OF EDUCATIONAL RESEARCH. LONG REGARDED AS THE PROVINCE OF A FEW SPECIALISTS, RESEARCH MUST NOW TAKE A PROMINENT PLACE IN THE SHAPING OF EDUCATION POLICIES. THROUGH IT EDUCATORS CAN HOPE TO REACH A BETTER UNDERSTANDING OF EDUCATIONAL PRACTICES, AND TO MAKE GOOD DECISIONS ABOUT THE PATHS REQUIRED TO REACH THE GOAL OF QUALITY EDUCATION FOR ALL STUDENTS.

A "RESEARCH AGENDA FOR THE 1980'S" MUST ADDRESS TWO DISTINCT CONCERNS: ACHIEVING A GREATER UNDERSTANDING OFTHE GOALS OF EDUCATION(NAMELY, EQUITY AND EXCELLENCE), AND ACQUIRING A BETTER GRASP OF THE CONTEXT IN WHICH WE PURSUE THOSE GOALS(THAT IS, A CONTEXT OF FISCAL CONSTRAINT AND DRAMATIC DEMOGRAPHIC CHANGE).

DESPITE THE MULTITUDE OF RESEARCH ISSUES THAT MAY INTEREST EACH OF US, A SINGLE THEME MUST BE REFLECTED. IT MIGHT BE EXPRESSED AS, "LEARNING TO DO WITH WHAT WE HAVE."

IN PURSUING THE GOAL OF EQUITY IN THE 1980'S, THE EMPHASIS IS ON EXAMINING AND UNDERSTANDING THE PRACTICE OF CREATING "EQUAL EDUCATIONAL OPPORTUNITY," RATHER THAN ON FORGING NEW, UNTRIED POLICIES. THE TIME HAS COME TO EXAMINE THE INITIATIVES OF THE LAST 20 YEARS, TO ASSESS THEIR EFFECTIVENESS, TO MODIFY OR EXPAND THEM AS NEEDED TO MOVE US CLOSER TO THE GOAL OF EQUITY.

LIKEWISE, IN PURSUING EXCELLENCE, THE FOCUS IS ON AN EXAMINATION OF WHAT WORKS. PROPOSED RESEARCH MUST EXAMINE AND DISSEMINATE INFORMATION ABOUT MANY PROGRAMS--EXPERIMENTAL AND OTHERWISE-THAT WERE BEGUN IN THE LAST 20 YEARS. THE PURPOSE: TO FIND THE KEYS TO SUCCESSFUL EDUCATIONAL PRACTICE AND TO MAKE THEM AVAILABLE AS BROADLY AS POSSIBLE. IT IS TIME, ALSO, TO THINK THROUGH ASSUMPTIONS ABOUT QUALITY, TO UNDERSTAND MORE FULLY THE DEFINITION AND MEASUREMENT OF EXCELLENCE IN EDUCATION.

THE COMMITTEE ON COORDINATING EDUCATIONAL INFORMATION AND RESEARCH OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS(CEIR-CCSSO) HAS DEVELOPED A PAPER THAT CLEARLY OUTLINES THE "RESEARCH AGENDA FOR THE 1980'S". IT IS NOW IN DRAFT FORM. I WOULD BE PLEASED TOSHARE THIS DOCUMENT WITH ANYONE INTERESTED IN ITS CONTENTS WHEN IT BECOMES AVAILABLE.

IN SPECIFIC TERMS, THE ABSTRACT OF THIS SYMPOSIUM POSES THREE QUESTIONS WHICH WE, AS A PANEL, ARE TO ADDRESS. THE QUESTIONS ARE IMPORTANT BECAUSE THEY REQUIRE THAT THOUGHT AND ATTENTION BE GIVEN TO ISSUES WHICH ARE FUNDAMENTAL TO AN UNDERSTANDING OF THE CHANGING FEDERAL SCENE - AND ITS IMPLICATIONS FOR EDUCATION AT THE STATE AND LOCAL LEVELS.

FIRST, IN RESPONSE TO THE QUERY "WHAT WILL BE THE CHIEF'S POSITION REGARDING FEDERAL SUPPORT FOR EDUCATIONAL RESEARCH AND DEVELOPMENT, INCLUDING THE ANNUAL APPROPRIATIONS FOR NIE AND RELATED FEDERAL RESEARCH AND DEVELOPMENT ACTIVITIES," LET ME GIVE YOU MY VIEW.

THE REAGAN BUDGET AXE FALLS SQUARELY ON EDUCATIONAL RESEARCH AND DEVELOPMENT. OVER A TWO-YEAR PERIOD 58% OF FEDERAL FUNDS FOR EDUCATIONAL R&D WOULD BE CUTBACK WHICH WOULD HAVE ADDRESSED ISSUES OF CONCERN TO LOCAL AND STATEEDUCATION AGENCIES, WHILE, AT THE SAME TIME NIE WOULD LOSE NEARLY 30% OF ITS FUNDING SINCE FISCAL YEAR 1979.

AS CHAIRMAN OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS' COMMITTEE ON EDUCATIONAL INFORMATION AND RESEARCH, AND AS COMMISSIONER OF A STATE WHICH RELIES ON THE SERVICES OF THE NATIONAL INSTITUTE OF EDUCATION(NIE), I OFFERED MY ENDORSEMENT OF THE INSTITUTE AND RECOMMENDED ITS AUTHORIZATION LAST YEAR.

THE NATIONAL INSTITUTE OF EDUCATION IS UNIQUELY CAPABLE OF MAKING ITS IMPORTANT CONTRIBUTION TO THE IMPROVEMENT OF EDUCATION AND EDUCATIONAL OPPORTUNITIES IN STATES THROUGHOUT THE NATION. INFORMATION AND ITS ANALYSIS ARE CRITICALLY IMPORTANT TO STATE AND LOCAL EDUCATORS IF WE ARE TO IMPROVE SCHOOL PROGRAMS. AND, WHILE RESEARCH IS AND SHOULD BE CONDUCTED AT THE STATE AND LOCAL LEVEL, THE NIE IS ALONE IN ITS ABILITY TO CONDUCT AND DISSEMINATE BROAD-BASED, LONG-TERM AND COMPARATIVE RESEARCH ON A NATIONAL LEVEL--RESEARCH WHICH IS WELL BEYOND THE RESOURCES OF ANY ONE STATE.

I AM NOT SUGGESTING THAT THE FEDERAL GOVERNMENT ESTABLISH NATIONAL POLICY IN ALL EDUCATIONAL MATTERS. PUBLIC EDUCATION IS A FUNCTION OF THE STATES, NOT THE FEDERAL GOVERNMENT. IT IS, HOWEVER, A NATIONAL CONCERN. AND, ISSUES EMERGE AS A CONSEQUENCE OF CONCERTED STATE ACTION, THEN THE FEDERAL GOVERNMENT HAS A RESPONSIBILITY TO SUPPORT RESEARCH IN THESE POLICY AREAS.

NIE OFFERS A SOURCE OF INFORMATION--CRITICAL TO STATE AND LOCAL DECISION-MAKERS--NOT ONLY ABOUT THE VARIOUS ALTERNATIVE METHODS OF DEALING WITH A GIVEN ISSUE, BUT ABOUT THE RELATIVE MERITS OF EACH.

POLICY RESEARCH IS BUT ONE IMPORTANT FUNCTION OF THE NATIONAL INSTITUTE OF EDUCATION. THROUGH THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) AND OTHER RESEARCH PROGRAMS, THE NIE IS ALSO A SOURCE OF INFORMATION ON THE EFFECTIVENESS OF SCHOOLING IN AMERICA--BOTH IN TERMS OF WHAT IS TAUGHT AND HOW WELL IT IS BEING LEARNED. THOSE BASE LINE DATA ARE INVALUABLE TO STATE AND LOCAL EDUCATORS FOR COMPARISON WITH LOCAL ASSESSMENTS AND, OVER TIME, ENABLE US TO KNOW WHAT PROGRESS IS BEING MADE.

ANOTHER OF THE NIE PROGRAMS--THE REGIONAL EDUCATIONAL LABORATORIES AND REGIONAL R&D EXCHANGES--DESERVES SPECIAL MENTION. JUST AS THE 50 STATES SHARE CERTAIN NATIONAL EDUCATIONAL INTERESTS, THE VARIOUS REGIONS OF THE COUNTRY HAVE COMMON NEEDS, RELATED TO GEOGRAPHY, ECONOMY AND UNIQUE CONCERNS OF THE AREA.

TWO OTHER FUNCTIONS OF THE NATIONAL INSTITUTE OF EDUCATION DESERVE MENTION AND SUPPORT. THE FIRST IS THE INSTITUTE'S DISSEMINATION PROGRAM, WHICH PROVIDES INFORMATION ON EFFECTIVE EDUCATIONAL PRACTICES NATIONWIDE. SUCH INFORMATION IS THE FOUNDATION FOR SCHOOL IMPROVEMENT.

SECONDLY, LET ME STRESS THE IMPORTANCE OF THE INSTITUTE'S ACTIVITIES IN THE AREA OF TRAINING AND STAFF DEVELOPMENT AND URGE OUR EFFORTS TO STRENGTHEN THESE PROGRAMS. CCSSO IS ON RECORD IN SUPPORT OF EFFORTS TO INCREASE THE NUMBERS OF WOMEN, MINORITIES AND HANDICAPPED PERSONS IN THE RANKS OF PROFESSIONAL EDUCATORS, AND TO EXPAND LEARNING AND EMPLOYMENT OPPORTUNITIES IN ALL EDUCATIONAL FIELDS. THIS IS AN AREA WHERE THE NIE CAN PLAY A VITAL LEADERSHIP ROLE.

JUST AS THERE SHOULD BE A CONTINUITY OF LEADERSHIP, SO SHOULD

THERE BE CONTINUITY IN FUNDING. THIS IS ESPECIALLY IMPORTANT IF THE NIE IS TO CONDUCT CRITICAL LONG-TERM ASSESSMENTS AND LONGITUDINAL STUDIES--RESEARCH WHICH CANNOT BE SUPPORTED BY STATE RESOURCES, YET IS CRUCIALLY IMPORTANT.

THIS COUNTRY'S INVESTMENT IN RESEARCH AND EVALUATION IS, IN MY OPINION, OUR ONLY HOPE OF MAKING PUBLIC EDUCATION SIGNIFICANTLY MORE COST-EFFECTIVE THAN IT IS TODAY.

THE DOLLARS SPENT AT NIE ARE BOTH A GOOD AND APPROPRIATE INVESTMENT FOR NATIONAL GOVERNMENT TO MAKE ON BEHALF OF PUBLIC EDUCATION. THE EFFECT IS MULTIPLIED AT THE STATE AND LOCAL LEVELS, AND THEY OFFER OPPORTUNITIES TO ACQUIRE INFORMATION THAT MIGHT NOT OTHERWISE BE GATHERED.

AND, FINALLY, A CRITICAL ISSUE THAT NEEDS TO BE ADDRESSED IN THE CONTEXT OF THE STATES' SUPPORT FOR NIE AND RELATED FEDERAL RESEARCH & DEVELOPMENT APPROPRIATIONS, CONCERNS DEFINING THE TYPES OF R&D ACTIVITIES APPROPRIATE FOR NIE. THERE IS A CRITICAL NEED FOR GREATER DEFINITION TO DETERMINE WHO IS GOING TO CONDUCT WHAT RESEARCH AND WHEN. WHEN ROLES ARE MORE CLEARLY DELINEATED, WE WILL THEN BE ABLE TO DETERMINE WHAT IS THE RESPONSIBLE ROLE FOR EACH LEVEL OF GOVERNMENT IN THE CONDUCT OF EDUCATIONAL R&D. THEN, STATES WOULD BE MORE CERTAIN OF WHAT IS EXPECTED OF THEM AND COMMIT RESOURCES TO THE SPECIFIC AREAS. IN THE PROCESS, WE MUST 1) EXAMINE THE AGENDA 2) CLARIFY APPROPRIATE ROLES(FEDERAL VIS-A-VIS-STATES) AND 3) AVOID DUPLICATION.

AS AN EXAMPLE, GIVEN THE PRESENT TREND TO BUCK RESPONSIBILITIES TO STATE AND LOCAL EDUCATION AGENCIES, IT IS IMPORTANT THAT REGIONAL LABS ARE RESPONSIVE TO STATE CONCERNS. THE WORK OF THE LABS MUST BE CONSISTENT WITH THE NEEDS OF STATES TO HAVE RESEARCH DONE THAT SUPPORTS PRACTICE AND TO IDENTIFY AND DISSEMINATE "WHAT WORKS."

-MORE-

TO QUESTION #2. GIVEN THE BLOCK GRANTS REFORM, WHAT ARE THE PROBABILITIES THAT SEA'S WILL BE ABLE TO MAINTAIN AN ADEQUATE LEVEL OF COMMITTED RESOURCES AT THE STATE LEVEL FOR CONDUCTING EDUCATIONAL RESEARCH AT A LEVEL TO SUSTAIN THE ENTERPRISE?

IN ALL CANDOR, WE KNOW VERY LITTLE, AT THIS POINT, ABOUT THE USE OF THE BLOCK GRANT AS A WAY TO DISBURSE FEDERAL DOLLARS. I DO SUGGEST, HOWEVER, THAT THE BLOCK GRANT APPROACH IS MORE THAN A CHANGE IN THE MEANS OF DELIVERING FEDERAL DOLLARS. IT REPRESENTS A CHALLENGE TO FEDERAL GOALS, AS WE HAVE KNOWN THEM. WHERE THE FEDERAL ROLE HAS BEEN TO ADDRESS TARGETED DOLLARS TO TARGETED NEEDS, CAN WE SAY WITH ANY CERTAINTY THAT THAT WILL REMAIN THE CASE? IF YOU AGREE WITH ME THAT THERE IS A SIGNIFICANT CHANCE THAT SHIFTS MAY OCCUR IN WHO RECEIVES BENEFITS AND WHICH AREAS ARE SERVED, THEN TOGETHER WE QUESTION THE IMPACT THAT CONSOLIDATION WILL HAVE ON SPECIAL NEED GROUPS.

AT THIS MOMENT MANY POINTS REMAIN UNANSWERED. WILL VIRTUALLY ALL POLICY MATTERS REST AT THE STATE AND LOCAL LEVELS? IF SO, WHO WILL RECEIVE THE MONEY? WILL IT BE THE GOVERNOR OR THE STATE BOARD OF EDUCATION? THE MAYOR OR THE LOCAL BOARD, ESPECIALLY FISCALLY DEPENDENT SCHOOL DISTRICTS? AND, IMPORTANTLY, WHAT, IF ANY, IMPACT WILL ALL OF THIS HAVE ON FUNDING LEVELS OVER TIME?

I THINK WE HAVE SOME ANSWERS TO THAT QUESTION. ON THE FEDERAL LEVEL, WE CAN ANTICIPATE LESS. ALREADY WE ARE SUBJECT TO RECISSIONS WHICH STEAL 25 CENTS OUT OF EVERY DOLLAR ORIGINALLY ANTICIPATED. COUPLED WITH INFLATION, WE ARE LOSING ABOUT 40¢ ON EVERY DOLLAR. THE PROJECTIONS ARE FOR MUCH THE SAME IN THE YEARS AHEAD.

FROM MY PERSPECTIVE, THE LIKELIHOOD OF STATES PROVIDING ADDITIONAL DOLLARS TO SUPPLANT FEDERAL DISENGAGEMENT IS SLIM. IN CONNECTICUT, I JUST DON'T SEE THIS HAPPENING. -MORE-

THESE PROJECTIONS HAVE SCARY IMPLICATIONS FOR RESEARCH ACTIVITES IN MY STATE. WITH VIRTUALLY ALL RESEARCH, PLANNING AND EVALUATION ACTIVITIES SUPPORTED BY FEDERAL DOLLARS, WE MAY HAVE TO REDUCE STAFF BY A LIKE PROPORTION TO THE CUTS. OUR PRIORITIES WILL INVOLVE THOSE MANDATED PROGRAMS TO WHICH OUR STATE HAS ACTIVELY COMMITTED ITSELF OVER THE YEARS. THIS INCLUDES PROGRAMS FOR DISADVANTAGED STUDENTS, MINORITIES, THE HANDICAPPED CHILD AND SPEAKERS WITH LIMITED ENGLISH PROFICIENCY.

THERE IS A NATURAL CONTRADICTION IN THE NEW FEDERALISM, AS I UNDERSTAND IT. THE TRUTH IS WE CANNOT HOPE TO HAVE GREATER PRODUCTIVITY IN OUR NATION'S INDUSTRIES AND BUSINESSES WITHOUT BETTER EDUCATION, AND PROBABLY NOT WITHOUT ADDITIONAL EDUCATION PROGRAMS. WE CANNOT HOPE TO HAVE A SOPHISTICATED,CAPABLE DEFENSE FORCE WITHOUT EDUCATION AND TRAINING FOR A SOPHISTICATED TECHNOLOGICAL AGE. WE CANNOT HOPE TO HAVE THE DEFENSE MACHINERY NEEDED UNLESS THE SKILLED WORK FORCE IS AVAILABLE TO PRODUCE IT. WE CANNOT EXPECT TO PUT PEOPLE BACK TO WORK, IF THEY DON'T HAVE WORK SKILLS TO SELL. QUALITY EDUCATION IS AT THE HEART OF ECONOMIC RECOVERY.

PLANNING, RESEARCH AND EVALUATION ARE KEY TO THIS EFFORT. IT TAKES AN ON-GOING, PLANNED AND SYSTEMATIC APPROACH TO EDUCATION IN ORDER TO ACCOMPLISH OUR HUMAN GOALS. THOUGH THE CURRENT SECRETARY OF EDUCATION BELIEVES STRONGLY IN EVALUATING EDUCATION RESULTS, HIS RESOLVE TO SUPPORT SUCH EFFORTS ON THE FEDERAL LEVEL HAS NOT BEEN DEMONSTRATED.

FROM THE PERSPECTIVE OF A CHIEF OF A SMALL STATE WITH A MODEST, BUT CAPABLE AND ACTIVE BUREAU OF RESEARCH, PLANNING AND EVALUATION, FEDERAL MONEY IS KEY TO OUR ABILITY TO PLAN, DO RESEARCH AND EVALUATE PROGRAMS. WITHOUT THE FEDERAL DOLLARS, OUR COMMITMENT WILL BE PLACED IN SERIOUS JEOPARDY.

TO QUESTION #3. GIVEN CONSOLIDATION AND THE PROBABILITY OF REDUCED RESOURCES, WHAT AREAS OF EDUCATIONAL R&D WILL STATES BE WILLING TO SUPPORT AND HOW WILL THIS BE ACCOMPLISHED. -MORE

IN ADDITION TO THE MANDATED PROGRAMS MENTIONED EARLIER, WE HAVE BEEN PLACING GREAT EMPHASIS ON SCHOOL IMPROVEMENT ACTIVITIES, THROUGH THE ADAPTATION OF RESEARCH ON INSTRUCTIONALLY EFFECTIVE SCHOOLS. WE ARE COMMITTED TO THESE EFFORTS AND WILL FIGHT FOR THEIR CONTINUATION, THOUGH OUR EFFORTS WILL BE DIMINISHED, TO SOME EXTENT, BY FEDERAL WITHDRAWAL OF FUNDS. THE FEDERAL DISCRETIONARY MONEY, NOW BEING DEDICATED TO RESEARCH, IS CERTAINLY AT RISK AS A RESULT OF THESE CUTS AND THIS WILL HAVE AN IMPACT ON MEASUREMENT AND EVALUATION OF PROGRESS IN THE SCHOOL IMPROVEMENT AREA.

EDUCATION LEADERS ON THE STATE LEVEL MUST PRESS PEOPLE IN STATE LEGISLATURES CONCERNING THE IMPORTANCE OF SCHOOL IMPROVEMENT EFFORTS. THE SHIFT OF CONCERN AND RESPONSIBILITY WILL INEVITABLY FALL TO THE STATES. FOR OUR PART, STATE EDUCATION AGENCIES WILL BE CALLED UPON TO INITIATE AN IMPORTANT EXERCISE IN SELF-RENEWAL - THAT OF TAKING A HARD LOOK AT WHAT HAS BEEN EFFECTIVE AND SUPPORTING THOSE EFFORTS SKILLFULLY AND VIGOROUSLY. WE MUST BEGIN SHARING WITH POLICY-MAKERS IN STATE AND LOCAL GOVERNMENT GREATER EXPLANATION OF OUR METHODS, PURPOSES AND ACHIEVEMENTS.

WE MAY BE ABLE TO ACCEPT THE CHANGES THAT ARE CLEARLY IN VIEW BY DEVELOPING A LINE TO THE REAGAN ADMINISTRATION AT THIS CRITICAL JUNCTURE. THERE IS, FOR EXAMPLE, A YOUNG MAN WHO HAS BEEN GIVEN THE ASSIGNMENT OF SINGLE-HANDEDLY REVISING FEDERAL REGULATIONS RELATING TO EDUCATION. HE IS THOMAS C. ANDERSON AND HIS PHONE NUMBER IS 202-472-9767. HE IS URGING PEOPLE TO CONTACT HIM WITH IDEAS. HIS STAFF CONSISTS OF A SECRETARY, SO VOLUNTEER HELP IS NEEDED.

I'M SURE THAT THE PRACTICAL CONCERN REGARDING PAPERWORK WOULD BE A COMMON TARGET FOR ALL OF US HERE. FOR THE EXPERIENCE OF THE EDUCATION COMMUNITY OVER THE PAST TWO DECADES HAS BEEN THAT THE MORE RESEARCH, EVALUATION AND INVESTIGATION THAT IS ONE, THE GREATER THE BURDEN ON LOCAL LEVEL EDUCATORS TO PROVIDE THE INFORMATION. -MORE-

LEST WE BECOME CONSUMED BY SURVEYS, TESTS AND QUESTIONNARIES, WE NEED TO EXAMINE THE PROBLEM OF PAPERWORK BURDEN WITH CARE.

THERE ARE UNDOUBTEDLY MANY EFFECTIVE, EFFICIENT WAYS TO COLLECT DATA. IN RECENT YEARS, ADMINISTRATORS AND RESEARCHERS ACROSS THE COUNTRY HAVE BEEN WORKING--SUCCESSFULLY--TO DISCOVER LESS COMBERSOME WAYS OF RETRIEVING AND DISSEMINATING INFORMATION. THE FACTS BEFORE US RECOMMEND STRONGLY THAT THIS ACTIVITY BE GIVEN HIGH PRIORITY.

I DO NOT SUGGEST THAT THESE EFFORTS AT RE-EXAMINATION AND LESS BURDENSOME REPORTING WILL ALLOW US TO MAINTAIN CURRENT LEVELS OF NECESSARY EFFORT AND ACTIVITY.

IN SHORT, THIS PAPER SUGGESTS THAT, TO DO THE MOST WITH WHAT WE HAVE, WE MUST FIRST FULLY UNDERSTAND WHAT WE HAVE TO WORK WITH. WE MUST UNDERSTAND THE FULL IMPLICATIONS OF PAST PRACTICES, THE EFFECTIVENESS AND WEAKNESSES OF EXISTING PROGRAMS AND POLICIES, THE FULL RANGE OF AVAILABLE RESOURCES, AND THE MANY ENVIRONMENTAL FACTORS--FROM POPULATION SHIFTS TO INFLATION TO TECHNOLOGICAL CHANGES AND SOCIAL VALUES--WHICH INFLUENCE EDUCATION. RESEARCH TOOLS AND SKILLS HAVE IMPROVED MARKEDLY IN THE LAST SEVERAL DECADES, AND THERE IS A GREATER APPRECIATION OF THE VALUE OF RESEARCH INFORMATION. WE MUST TURN THESE FACTORS TO GOOD ACCOUNT IN PURSUING THE AGENDA FOR THE 1980'S.